

Lesson Plan Rubric				
Description	Skill Levels of Performance			Score
	Not Proficient	Developing	Proficient	
Analysis of Unit				
Unit Topic	0-1 point	2 points	4 points	
	The lesson plan does not have an umbrella topic to frame the unit thematically.	The umbrella topic may provide a thematic framework for the unit but it does not capture the learners’ interests.	The umbrella topic provides a thematic framework for the unit and captures the learners’ interests.	
Unit Question / Problem(s)	0-1 point	2 points	4 points	
	The unit does not identify an overall question/problem(s) to frame each specific lesson according to an overall unit topic.	The unit does not clearly identify an overall question/problem(s) but does make an attempt to relate the lesson to the overall unit topic.	The unit identifies an overall question/ problem(s) that frames the lesson and relates it to the overall unit topic.	
Design of the Lesson				
Learning Outcomes	0-1 point	2 points	4 points	
	The lesson does not list any learning outcomes stating what the learners will perform.	The lesson has unclear learning outcomes, so it is difficult to understand what the learners will perform.	The unit lesson lists one or two learning outcomes stating what the learners will perform.	
Introduction	0-1 point	2 points	4 points	
	The lesson does not begin with any set introduction so that the learners are not engaged with the topic and the teacher immediately dictates the subject matter for individual or group work.	The lessons begin with set introduction but they do not engage the learners’ interests or help guide the learners to the subject matter needed for individual or group work.	The unit lessons begin with a set introduction that is a motivator, engages learners’ interests, and guides the learners to the subject matter needed before they start individual or group work.	
Connection to Industry Standards	0-1 point	2 points	4 points	
	No reference is made to standards and it is not clear as to what learners must know and be able to do to achieve any standards.	Reference is made to standards but it is not clearly connected to what learners must know and be able to do to achieve proficiency of those standards.	Reference is made to standards and it is clearly connected to what learners must know and be able to do to achieve proficiency of those standards.	
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Teaching Strategies	0-1 point	2 points	4 points	
	The lesson plan uses the direct method of presentation to present the content and learning outcomes.	The lesson plan includes a few teaching practices that engage learners in obtaining, applying, and making decisions about the content and learning outcome.	The lesson plan includes teaching practices that engage learners in obtaining, applying, and making decisions about the content and learning outcome.	
Process  (Steps or methods used to achieve the learning activity.)	0-1 point	2 points	4 points	
	The task only requires simple comprehension or retelling of information. There is no opportunity for the learner to analyze the information.	The task requires some analysis of information and/or putting together information from several sources. The task is doable but is limited in its significance to learners’ lives.	The task is doable, engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given, and making a generalization or a creative product.	
Assessment	0-1 point	2 points	4 points	
	The lesson plan evaluates predominantly the learners’ content knowledge. There is no assessment strategy.	The lesson plan includes a few different assessment tasks that measure student learning and demonstrate their content knowledge, skills and judgments.	The lesson plan includes a variety of assessment tasks that measure learning and demonstrate their content knowledge, skills and judgments.	
Closure	0-1 point	2 points	4 points	
	The lesson does not wrap-up the opening and body of the lesson.	The lesson briefly and quickly wraps-up the opening and body of the lesson.	The lesson includes a strong conclusion relating to the opening and body of the lesson.	
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	Not Proficient	Developing	Proficient	
Adjustments				
Reflection	0-1 point	2 points	4 points	
	The lesson plan does not allow time for the teacher and learners to reflect on the lesson’s effectiveness in order to make future revisions.	The lesson plan briefly allows the teacher to reflect on the lesson’s effectiveness but no revisions are made for the next lesson.	The lesson plan allots time for the teacher and learners to reflect on the lesson’s effectiveness so that revisions can be made for the next lesson.	

**Comments:**

**Total Score                    /40**